Component #1: Needs, Goals & Objectives

1) Student identifies two existing data sources and one other approach for assessing student needs and describes how these data sources will be analyzed in order to identify needs and gaps in achievement.

By investing students with low attendance provided information that over 50% of the students were staying home because of being bullied. Data that was used to show that bulling is an issue at school was disciplinary reports and students and teachers surveys. After the data was collect and analyzed a gap between attendance and grades shown bulling was a factor in this gap. In alignment with the ASCA National Standards for students the following standards shows students need to be safe in school: PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help; PS:C1.6 Identify resource people in the school and community, and know how to seek their help; and PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices; and the State of North Carolina Goal 8.05 Apply conflict resolution skills. In order for students to learn they need to feel safe. If a student is being bullied, they cannot focus on school working and learning when they are worried about get hurt. In selecting students it was decided that Bully-Proofing your school would start with third graders who completed the survey and stated they had never been bullied. The students were observed in the classroom and non-structure environments to confirm they were not victims or bullies. Students were then interviewed as the final step for selection. Counselor will contact parents to get consent forms sign and to explain what Bully-Proofing your school program is about and any risk factors to the student. After observing students and talking to teachers, the decision was made the playground area is where most of the bullying issues were observed. The psychoeducational group will consist of no more than five students from the third grade. This group will be a closed group and last for six sessions running from 30 minutes. The group will be at lunch time and be like a lunch group and will be in the counselor’s office.

2) Student develops one overarching goal for the group program based on identified need; the goal aligns with the academic mission of schools.

The goal of this group will be to use strategies learned in the group to defuse bulling behaviors on the playground with the help of other students and adults.

3) Student develops **two** measurable objectives for session #1 of the structured group program that supports the established goal (**one** school counseling content and **one** mathematics content).

1. Students will be able to identify the differences between a bully and a victim 2 out of three attempts when given three scenarios.
2. Students will observe the playground and tally how many times they see someone bullied.

4) Student develops **two** measurable objectives for session #2 of the structured group program that supports the established goal (**one** school counseling content and **one** language arts content)

1. Student will list three ways to empower a victim to resist bullies.
2. Student will role play three steps to defuse a bulling situation in a given scenario.

5) Student briefly describes the importance of data-driven, needs-based programming that clearly aligns professional school counseling with the mission of schools.

Data-driven needs-based programming is necessary for schools to show the outcomes of programming. Without data, the school cannot justify a program or show the difference the program is making in the school. Bully-proofing your school is a program that uses the “caring majority” to help intervene between victims and bullies. Garrity, Jens, Porter, Sager, & Short-Camill stated “Students, who feel threatened, unsafe, at risk, or afraid of the possibility of being bullied in school or out of school, do not learn.” This program will reduce the issue of bulling and students will feel safe and be able to concentrate on learning. The lower the bulling rate the higher the attendance will be.

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Component #2: Research- Supported and Standards-Based Content

1) Student provides step-by-step process and activities to be covered in session #1 (research support for theoretical orientation and techniques required from at least one scholarly peer reviewed counseling journal, preferably ASCA’s journal, *Professional School Counseling*. Cite/attach handouts to be used.

**Title of Session #1:** Bully-Proofing Your School

**Brief Summary of Session:** Students recognized what is bulling behaviors, victim behaviors, and the difference between normal peer conflict and bullying

**Theoretical Orientation:** Solution Focus According to Corey solution focus is “grounded on the assumption that people are resourceful …. and have the ability to construct solutions that an change their lives.” (Corey, 2012, p. 425)

**Specific Group Technique:** Questioning students about their knowledge of bulling.

**Duration:** 30 minutes

**Materials/ Media:**

1. Easel and paper
2. Memo book and pencil
3. Markers
4. Drawing paper
5. 3X5 cards
6. Crayons
7. Colored pencil
8. Poem
9. Table showing bullies and normal peer conflict

2) Student provides step-by-step process and activities to be covered in session #2 (research support for theoretical orientation and techniques required from at least one scholarly peer reviewed counseling journal, preferably ASCA’s journal, *Professional School Counseling*. Cite/attach handouts to be used.

**Title of Session #2:** Bully-Proofing Your School Part 2

**Brief Summary of Session:** Students will learn the steps to use to diffuse bulling situations and practice role playing.

**Theoretical Orientation: Solution FocusAccording to Corey solution focus is “grounded on the assumption that people are resourceful …. and have the ability to construct solutions that an change their lives.” (Corey, 2012, p. 425)**

**Specific Group Technique: Role Playing**

**Duration:** 30 minutes

**Materials/ Media:**

1. Easel and paper
2. Drawing paper
3. Markers
4. Crayons
5. Colored pencil

3) Student identifies ASCA Standards and core academic standards covered in Session #1 and Session #2.

**Core ASCA Standard(s):**

PS: C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help

PS: C1.6 Identify resource people in the school and community, and know how to seek their help

PS: C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices

**Core State Academic Standard(s):**

State of North Carolina Common Core Standards

Goal 8.05 Apply conflict resolution skills.

4) Student discusses the importance of supporting theoretical orientations and techniques in school counseling prevention and intervention programs.

Data-driven needs-based programming is necessary for schools to show the outcomes of programming. Without data, the school cannot justify a program or show the difference the program is making in the school. Bully-proofing your school is a program that uses the “caring majority” to help intervene between victims and bullies. Garrity, Jens, Porter, Sager, & Short-Camill stated “Students, who feel threatened, unsafe, at risk, or afraid of the possibility of being bullied in school or out of school, do not learn.” This program will reduce the issue of bulling and students will feel safe and be able to concentrate on learning. The lower the bulling rate the higher the attendance will be. Using data-driven needs-based theoretical orientations and techniques helps to document outcomes.

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Component #3: Ethical, Legal, Multicultural

1) Student identifies ethical and legal considerations in group work with minors in the schools and those specific to this group program.

Consideration was given to the ethical and legal restrain on school counselors. This particular group was open to the whole school and to anyone who had not been bullied or had never been a bully could participate in this group. It was designed to start with third grade and has only five third graders in a group. Students were informed about confidential in the group and the limitations the counselor has about mandatory reporting. Students agree to keep confidential in the group. What is said in group stays in group. Parents/Guardians were notified by letter about the group and requested signed permission for the student to participate in group. If a signed consent was not turn in then the student could not participate in the group

2) Student creates a signed consent form to be distributed to parents of students prior to participation in group counseling to include limits to confidentiality in group work (attach as a supplemental form in LiveText for this section).

3) Student identifies how the group program is culturally sensitive, describes how issues of conflict, bias, prejudice, oppression, and discrimination are to be addressed during group, and identifies strategies included in the group program that promote a positive, caring, and safe learning group environments.

Erford stated “Group leaders must be culturally competent and sensitive to personal and group member behaviors for the group to be successful.”(Erford, 2012, p. 33). Issues of conflict, bias, prejudice, oppression, and discrimination were address in the interview with student and will be addressed during group by the group if it arises.The group will be made of male and females, African Americans, Hispanic, and Caucasian which is the makeup of the population of this school.

4) Student discusses the importance of carefully considering issues related to ethics, legal, professional, and cultural significance in the group process from making group opportunities available and member selection to group termination.

The school counselor adheres to the legal and ASCA ethics concerning students. The counselor needs to protect students from any psychological, physical, or mental harm. The first thing a school counselor needs to do is no harm. This particular group was open to the whole school and to anyone who had not been bullied or had never been a bully could participate in this group. It was designed to start with third grade and has only five third graders in a group. Students were informed about confidential in the group and the limitations the counselor has about mandatory reporting. Students agree to keep confidential in the group. What is said in group stays in group. Parents/Guardians were notified by letter about the group and requested signed permission for the student to participate in group. If a signed consent was not turn in then the student could not participate in the group. The group is for six sessions once a week for 30 minutes. Student is free to left at any time since this is an open and students volunteer to be in group.

**Attachments**

* [EDUC\_512\_Consent\_Form.doc](https://c1.livetext.com/folder/8970307/y5f6a8fG_EDUC_512_Consent_Form.doc)

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Component #4: Program Evaluation

1) Student creates a pre-post measure for session #1 that includes only one multiple choice item for each session objective for a total of two items (one for the school counseling content and one for the core academic content).

2) Student creates a pre-post measure for session #2 that includes only one multiple choice item for each session objective for a total of two items (one for the school counseling content and one for the core academic content).

3) Student briefly describes the importance of program evaluation and outcome-driven programming in professional school counseling

Counselors need to keep data on a program to show if the program is beneficial to the students and the school. By evaluating the program through pre/posttest will show if students are learning and progressing in the group.

**References (list format at the close of section #4 in Livetext)**

Cory, g. (2012). Theory and Practice of Group Counseling (8th Ed.). Cengage (ISBN: 9780840033888).

Erford, Bradley T., (2010). Group Work in the Schools. Pearson (ISBN: 9780135034828)

Garrity, Carla; Jens, Kathryn; Porter, William; Sager, Nancy; and Short-Camilli, Cam. Third edition published in 2004, by Sopris West Educational Services in Longmont, Colorado. [www.sopriswest.com](http://www.sopriswest.com/)

Seifert, Kathleen L*.* **Bully-Proofing Your School, Fall 2004,** Reclaiming Children and Youth, (pp. 186-188)

**Attachments**

* [EDUC\_512\_Pre\_Test\_Post\_Test.docx](https://c1.livetext.com/folder/8970307/RUiTvAfR_EDUC_512_Pre_Test_Post_Test.docx)

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Component #5: Scholarly Writing

**Student uses correct grammar, punctuation, sentence structure, and spelling.**

**Student includes at least three peer-reviewed journal articles to support group content and choice of theoretical approach and techniques—best practices.**

Students please contact the writing center, publisher of the journal, or research the journal using the Internet to determine if your selected journal is peer-reviewed.

